

DOCUMENT RESUME

ED 168 978

SP 013 690

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TITLE University of Massachusetts-Boston English High School Staff Development Collaborative.
INSTITUTION Boston Public Schools, Mass.; Massachusetts Univ., Amherst. School of Education.
PUB DATE 78
NOTE 14p.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Credits; *College High School Cooperation; *Degrees (Titles); Experiential Learning; Field Instruction; Inservice Education; Preservice Education; *Staff Improvement

ABSTRACT

The collaboration between the University of Massachusetts and English High School in Boston is a model that attempts to address the staff development needs of secondary schools and their faculties in the context of an on-site degree program. The following interdependent elements comprise the program: (1) an undergraduate, school-based, preservice secondary teacher education program, closely tied to the inservice program; (2) a staff development program that emphasizes the analysis and improvement of teaching and curriculum, including graduate degree opportunities for participants through the doctorate; (3) a teacher center, governed by a parent-teacher-administrator-professor board; (4) a mini-grant process, run by the teacher center board, enabling teams of teachers to apply for and receive financial and consultant assistance in developing curriculum; (5) university graduate faculty, commuting from Amherst to Boston, working as clinical professors, consultants, helping teachers, supervisors, and evaluators; and (6) a performance criterion that any persons receiving graduate degrees through the program will demonstrate that they have designed, implemented, and evaluated a new program or practice at the high school. (JD)

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October 31, 1978

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SECTION I

Summary

The University of Massachusetts School of Education and the City of Boston's largest school, English High School, have jointly developed a school-based, pre and inservice, undergraduate and graduate staff development program. Over the past three years, more than one hundred high school faculty and administrators, ninety undergraduates, and twenty university faculty have been intensively involved in the project.

The collaborative program is comprehensive and includes the following interdependent elements:

- an undergraduate, urban school-based, preservice secondary teacher education program, closely tied to the inservice program.
- a staff development program which is user-driven, which emphasizes the analysis and improvement of teaching and curriculum, which gives priority to the High School's goal of increasing options for students, and which includes graduate degree opportunities for participants through the doctorate.
- a teacher center, governed by a parent-teacher-administrator-professor board, housed on the sixth floor of the ten story High School, and used by a daily average of forty high school staff members.
- a mini-grant process, run by the Teacher Center Board, enabling teams of teachers to apply for and receive financial and consultant assistance in developing curriculum.
- University graduate faculty, commuting weekly ninety miles from Amherst to Boston, working as clinical professors, consultants, helping teachers, supervisors and evaluators as part of their regular faculty load and without extra compensation.

- a performance criterion that any and all persons receiving graduate degrees through the program will demonstrate that they have designed, implemented and evaluated a new program or practice at the High School.

Through the collaborative program, the University now has a major clinical setting in a large urban high school which faces a broad array of challenges. The English High School has a major new source of outside perspectives with which to interact. Current evaluations of the collaborative characterized it as "effective," displaying "excellent ongoing relationships," and a "high degree of trust." Groups of teachers and administrators in Boston and elsewhere are requesting that the program be replicated in their own settings.

SECTION II

Program Planning and Development

Background

The School of Education of the University of Massachusetts has been committed to developing and implementing off-campus, degree-oriented staff development programs which address both institutional and individual participants' needs and which demonstrate promise of improving education for the learners in the institution. Support for this commitment came from a vote of the faculty to give priority to staff development programs which would be oriented toward increasing opportunities for individuals and groups who have not had equal opportunity, were located in Massachusetts, which would provide options for students and faculty, and would seek to develop alternative educational structures. The School of Education has also consistently maintained that graduate level work in education is and should be, for many, professional preparation for work in schools, where theoretical study is concurrently applied in real settings.

The basic premise behind the School of Education-English High School partnership is that each institution can fulfill its role and meet its goals more effectively through working together rather than separately. The intellectual challenge of rethinking and changing a school can be better met when thoughtful external perspectives become a fundamental part of the deliberations. And for University faculty and the School of Education, English High School presents a unique opportunity to apply

their talents and energies to an effort which is consistent with their own judgments about what is important and where finite resources might be most productively committed.

Collaboration in all matters is designed into the University of Massachusetts-English High School patnership. Yet, responsibilities and authority differ significantly between the two institutions. All aspects of High School operation and policy are unequivocally the primary business of the Boston Public Schools and the English High School faculty and administration. The University may influence. Conversely, all aspects of graduate program operation and policy are the primary business of the University of Massachusetts and its participating graduate faculty members. The High School may influence. While the partnership is cemented by each party's willingness to be influenced by the other, so is it strengthened by a common recognition of the differences in authority and responsibilities.

Program Development

Initial discussions between the School of Education and English High School began in the fall of 1973. The degree program offered by the University attempted to provide high school faculty and administrators with skills in five areas which were defined through both formal and informal needs assessments. These five areas of concentration were established by University faculty in response to English High School's decision to develop a number of magnet themes which would attract students on a voluntary basis. The five areas of concentration were, and are, Curriculum, Teaching and Learning, Leadership and Administration,

Evaluation and Research, and Foundations of Urban Education.

These areas of concentration define the basis of the graduate program at English High School and are designed to:

1. provide knowledge and skills which can enhance participants' abilities to carry out the goals of English High School.
2. reflect the expressed interests and desires of the participants.
3. encompass sufficient breadth and depth to provide a solid basis for graduate study at all levels.

The University agreed to offer all formal course work on site at English High School in Boston--over ninety miles from the Amherst Campus. Each semester, at least one course is offered in each area of concentration and University faculty are available to work with English High School faculty on institutional and individual priorities. Prior to offering a course at English High, University faculty visit the school, meet potential course participants, and are encouraged to adapt the course to the needs, problems and schedules of High School faculty. High School faculty enrolled in degree programs meet all requirements of the Amherst Campus except, in the case of doctoral candidates, the residency requirement is not applied. In addition to meeting all University requirements, English High School participants must submit evidence that during the 1975-1979 program period each has had developed, implemented and evaluated at least one innovative program or practice designed to improve education for students at the High School.

Admission to degree programs has been open to all faculty and staff at English High School. The institutional focus of the program dictates

the involvement of as many people as possible, and in some cases, it necessitates a redefinition of admission requirements for specific individuals.

The Boston English Preservice Program Alternative (BEPPA)

BEPPA is based on an assumption that a synergetic relationship can be established with the staff development program at English High School. Students in the program are involved in a significant change effort to improve the process of educating urban youths, as well as to improve the professional development of teachers. The combination of preservice and inservice education creates a mutual relationship in which each preservice and inservice student contributes to the professional development and educational experience of the other. While working on a graduate degree, the inservice student (a member of the English High School staff as well as a graduate student in the School of Education) serves as a cooperating teacher for preservice students. While working towards teacher certification, the preservice student (a BEPPA student) is a resource for Boston English High School as a student teacher preparing for and teaching appropriate classes or as an intern involved in an innovative program. Because of the shared involvement in a change process and in classroom duties, this combination of preservice and inservice components builds a strong and professionally supportive relationship between the student teachers and the cooperating supervisors.

Personnel and Budget

The collaboration between the University of Massachusetts and English High School in Boston receives partial funding under Chapter 636 through the Commonwealth of Massachusetts, which provides money to school districts to facilitate the process of desegregation. The level of funding for the past three years has been approximately \$36,000. Currently, this budget supports one full-time English High School teacher and one full-time University staff development specialist who, together, coordinate the activities of the collaboration, identify internal and external human resources, and provide general assistance to the faculties of both institutions. Two clerical support personnel, one in Amherst and one in Boston, are also funded under the grant.

Over twenty University graduate level faculty members have offered forty-eight formal courses at English High School during the 1975-1978 period. These have ranged from highly theoretical and traditionally structured inquiries into research and evaluation strategies or supervisory techniques to innovative task forces which focus on resolution of institutional problems and issues. In addition, many more faculty and graduate students of the University have offered workshops and clinics at the High School. University faculty receive no extra compensation for teaching at English High. They do this as part of their regular teaching and advising responsibilities.

Through Chapter 636, funding is also available for direct grants to teachers at the High School. This year, over \$5,500 will be distributed by the Teacher Center Policy Board in three categories. Mini-grants are

available for the acquisition of materials. Grants of up to \$250 each are available to encourage individual and team curriculum development. Departmental grants of up to \$500 are available to support widespread departmental curriculum revisions.

Contributions to the Improvement of Teacher Education

The collaboration between the University of Massachusetts and English High School is a model which attempts to address the staff development needs of secondary schools and their faculties in the context of an on-site degree program. The emphasis on the institutional needs of the school as the focus for staff development involves a great number of school personnel with University faculty and students, both graduate and undergraduate, in an effort aimed at institutional reflection and renewal.

The pairing of Boston's largest and the nation's oldest public secondary school with the University of Massachusetts at Amherst allows for mutual adaptation and enrichment. The program has demonstrated that a school of education can collaborate effectively with a large urban high school to effect positive change within teachers in the high school and in the entire school structure and program. It is a replicable model of a comprehensive, needs-assessment-derived, field-based, degree-granting, pre and inservice program oriented toward achieving institutional change. It is a model which builds upon the reallocation of existing University resources more than depending on external funding. A program initially designed as staff development for the faculty of an urban secondary school also became, in effect, a staff development program for university faculty members. The reality-based setting in which instruction occurs demands

attention to the applicability and usefulness of theory. It also provides a laboratory in which new methods and instructional techniques may be immediately tested.

The program also required administrative modification at the University. The differences in school calendars and procedures forced a more flexible approach to curriculum scheduling and credit arrangements. They also demanded modification of University registration and fee regulations to accommodate the needs and demands of both institutions.

The combination of the school's staff development efforts with a university preservice teacher education program enriches the experience of both the high school faculty and student interns. The program offers certification in all secondary areas and while supervision is carried out by individuals with expertise in each subject, all student teachers meet each week as a group to discuss institutional renewal and methods of supporting change initiated in the graduate program. The collaboration also consciously and critically tests the appropriateness of granting graduate credit and degrees in the context of school renewal.

The collaboration realizes and appreciates the difference in role and function between university faculty and their secondary school counterparts, but also builds on these differences to create a common effort, supported by student teachers and interns, in which the ultimate goal is the improvement of education in schools and the professionalization of teacher education.

Evaluation Methods and Results

Every graduate student meets periodically with a committee of University faculty members to review progress towards his or her completion of degree requirements. Overall evaluation of program goals is accomplished through the services of an outside evaluation. In addition, each participant must submit evidence of the design, implementation and evaluation of at least one innovative practice or program at the High School.

Structural changes have occurred in the school as a direct result of faculty participation in University-sponsored staff development activities. Two alternative programs have been created which attract students because of thematic appeal. The MASH (Medical Alternative for Students in High School) Program trains students interested in medical careers and the Urban Studies Center, housed in a separate facility, utilizes the cultural and educational institutions of Boston as teaching tools. A Ninth Grade Cluster Program has been established and has received widespread faculty and student support.

Evaluations done by hired consultants have provided much useful and needed information about program effectiveness. Interviews with faculty and administration members reveal strong support for the staff development provided by University faculty and a consensus that participation has both benefited their classroom effectiveness and increased their enthusiasm for teaching.

The program has received recognition and support from the Office of the President of the University, the Superintendent of the Boston Public

School System, the Boston Globe newspaper and from other sources external to the University. Faculty and administration of many Boston schools have requested that the program be replicated at their institutions and, while this had not occurred, courses and workshops are made open to them on a space available basis. Eight doctoral dissertations have been completed, or are nearing completion, examining aspects of the collaborative program.

The dissemination of information about program goals and activities has been accomplished, in part, by the diffusion of high school faculty throughout the system. Of the teachers and administrators originally in the degree program at English High School, three have left to assume duties as heads of departments in their schools, three have left to accept positions as principals or assistant principals, three others have undertaken duties as area administrators, and one has become the Director of Budget and Management for the entire system. This mobility of program participants has greatly increased the sphere of influence exercised by the collaboration at English High and throughout the school system.

The undergraduate teacher education program has also demonstrated success in the employment history of its recent graduates. Of the thirty-three graduates who reported they were actively seeking teaching positions after completion of certification requirements, twenty-eight have found employment in an educational setting either as first year teachers or as permanent substitute teachers.

The English High School program has been included in Professor Horace Reed's annual studies of all inservice programs ($n = 16$) at the School of Education.¹ He finds that participants in the program have more positive attitudes toward the School of Education than when they started the program and more positive attitudes than students in any other secondary level program, including Teacher Corps.² Further, on each of twenty-two variables examined, English High School participants rated the program significantly higher than the total sample which included a majority of elementary level programs. Variables examined include: staff competence and knowledge; staff support; participant interaction; quality of collaboration and mutual respect; clarity, importance and achievement of objectives; individualization and scheduling of inservice activities; adequacy of human, material and community resources; opportunity to explore theory, examine social problems and examine beliefs; and program evaluation.³

¹Reed, Horace and Sacks, Jaqueline. Inservice Participants Perceptions of Their Programs (1977-78). Mimeograph, School of Education, University of Massachusetts/Amherst, 1978.

²Ibid, p. 23.

³Ibid, pp. 37-38.